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ABSTRACT

This report examines the cost of teacher education in seven of the senior colleges of the City University of New York for the spring semester of 1970. It is limited to those costs related to the staffs assigned to instructional, supportive and non-teaching functions within the various teacher education programs. Results indicate that costs for present teacher education programs at the undergraduate level are approximately 25 percent above those of undergraduate liberal arts, and graduate programs are 8 percent above graduate liberal arts. The extra costs are due to two factors: 1) the cost of non credit-producing activities related to the supervision and maintenance of a licensed professional training program, and 2) the high costs of off-campus supervised student teaching and field experiences. Of the entire teacher education instructional budget, 30.7 percent was allocated to undergraduate courses, 23.8 percent to graduate courses, 21.0 percent to non-teaching duties, 5.6 percent to secretarial costs, and 18.9 percent to fringe benefits. (The report contains numerous tables which analyze costs according to college, course, or credit hours.) (RT)

ED054059

A COST ANALYSIS OF TEACHER EDUCATION AT THE CITY UNIVERSITY OF NEW YORK

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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SURVEY SECTION

OFFICE OF TEACHER EDUCATION
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CHAPTER I.

THE PROBLEM

This report presents a cost study of the spring 1970 teacher education programs of the senior colleges of The City University of New York. It represents a beginning effort toward a cost analysis system, and is limited to those costs related to the staffs assigned to instructional, supportive and non-teaching functions within the various teacher education programs.

Toward a Cost Analysis System

In the present climate of limited resources and increasing costs, coupled with a rising demand for college entrance for students previously denied higher education, public universities are being called upon as never before to account for their use of public funds.

More and more, universities are beginning to adopt the procedures of system and cost analysis to monitor their activities. Models developed by the Western Interstate Commission for Higher Education (WICHE), in Boulder, Colorado and Systems Research Group (CAMPUS), in Toronto, Ontario are examples of systems presently being used by many universities.

The new demand for accountability is concerned not only with the allocation of funds, but with the relevance of these allocations to the stated goals of the institution and the expansion of its role. For example, the present decision of the City University to embark upon a policy of open-enrollment has called for the addition of new programs as well as the expansion of existing ones.

There are also compelling internal reasons for the development of cost analysis systems. In justifying rising budgets and in deciding on

priorities in the allocation of scarce resources, it is imperative that the administrators have access to accurate information about current spending as well as detailed historical and projected trends. Such information is needed to calculate reliably the cost of alternate courses of action to achieve the objectives set forth by the institution. Thus, a reliable data-information system is basic to any cost analysis system.

The City University currently enrolls about 45,000 students in teacher education programs in the eight senior colleges of the University. Although an institution the size of the City University has multiple goals, teacher education has a common set of objectives within the entire University. These objectives are determined by the Committee on Coordination made up of deans and department heads responsible for teacher education programs at each of the senior colleges, under the chairmanship of the University Dean of Teacher Education. In order to implement these goals, it is necessary that the Committee have access to as much accurate and up-to-date information as possible.

The Office of the Vice Chancellor for Budget and Planning is presently engaged in an all inclusive study of the unit costs within every department of the University. In a meeting of the Committee on Coordination on November 24, 1969, the Vice Chancellor discussed many of the unique problems and questions relating to teacher education costs as contrasted with those of the liberal arts disciplines. Some of these problems were due to State certification requirements and the practical necessities of professional preparation. Others are an outgrowth of the historical and no longer operant method of State financing of the University. He suggested that a study supplementary to the University Differential Funding Survey be undertaken by the Division of Teacher Education.

It was with these purposes in mind that the Commitcee on Coordination initiated the present cost analysis study. This study represents part III of the following outline for an assessment of teacher education programs in City University:

Assessment of Teacher Education Programs in CUNY

I. Goals and objectives.
   1. Supply and demand for teachers in N.Y. City.
   2. Role of CUNY in teacher education.
   3. Short-term and long-term objectives.

II. Assessment of current programs.
   1. Scope and variety of current programs.
   2. Contribution of current programs towards meeting present goals and objectives.

III. Costs of current programs.
   1. Liberal arts and professional components.
   2. Undergraduate and graduate levels.
   3. Costs of specific elements.
   4. Unit costs by program.

IV. Change and innovation.
   1. Need for change and innovation.
   2. Directions of change and innovation.
   3. Costs of new programs.
   4. Results to be anticipated.

V. Possible recommendations.
   1. A master plan for teacher education in CUNY.
   2. Quality and quantity of results.

3. Alternative strategies.

4. Comparative costs.

5. Problems of implementation.

Teacher Education vs. Liberal Arts

Prior to 1[illegible]3 the State of New York assumed full financial responsibility for teacher education in the City University. Since 100 per cent of the costs were borne by the State, many functions serving the University at large, but related to teacher education were established under the auspices of the teacher education faculties. A large number of these functions were established under State mandate or recommendation. Such functions as teacher placement, counseling services, student testing, computer centers, educational clinics, and the like are cogent examples. In many instances, these functions replaced or paralleled existing university or college-wide services.

Other costs peculiar to teacher education relate to the professional preparation aspects of the program. Student teaching, for example, requires a much smaller student load than lecture or recitation courses. The organization of the departments around professional preparation has also meant that many services performed on a college-wide basis for other departments may, of necessity, be performed as regular administrative tasks in the teacher education departments. An example of this is in the field placement of student teachers which may be seen as analogous to other registration functions.

Basic to any comparison of costs, such as this, is the fact that undergraduate teacher education students spend a maximum of approximately 30 hours in education courses out of a total of 128 hours. The remaining

98 credit hours, though related, are spent in other departments. If we are interested in the true cost of preparing a student for a career in teaching, we should examine costs in the context of the student's total 128 hour program.

Objectives of the Study

The objectives of the study were to:

1. Determine whether teacher education programs cost more per FTE student than liberal arts programs, and to ascertain and explain any differences in cost.
2. Isolate, describe and prorate those activities now charged to teacher education departments, but actually serving or paralleling a college-wide or University-wide function.
3. Isolate, describe and prorate those activities now charged to the colleges and other departments, but serving teacher education programs.
4. Determine the per-pupil costs for preparing graduates in each undergraduate and graduate teacher education sequence offered in each senior college of the City University.
5. Develop formulas for estimating adjusted costs per full-time equivalent student for each course offered in each undergraduate and graduate sequence based upon the results of objectives (2), (3) and (4).

   Such formulas should aid in answering the following:

   (a) Cost per student per year in various sequences of teacher education;

   (b) Cost per degree in particular fields of study in teacher education;

(c) Cost of adding students to particular fields of study in teacher education;

(d) Cost of expanding existing programs;

(e) Cost of adding new programs.

Procedures

Course listings were obtained for all education courses offered at each of the senior colleges. Each college was requested to submit a list of all professional staff housed in the teacher education departments as well as the names of any professional staff members from other departments who had been assigned any duty relating to teacher education for the spring 1970 semester.

A survey form was then prepared for each staff member listing the following information:[1]

1. name
2. rank or title
3. annual or monthly salary
4. all courses taught and other assignments
5. course credits
6. course enrollments
7. teaching credit received for each assignment

These forms were checked against course listings to insure that all course offerings were accounted for. Any assignment for which the staff member received extra compensation was so noted. Semester salaries were computed for each staff member. This salary figure was then divided according to the teacher credit awarded to each assignment. In the case of an overload or underload the semester salary was divided in relation to

---

[1] See Figure 1, Appendix A.

the total credit awarded and also in relation to the actual course load as reflected in department policy. The later procedure was added to secure comparability with the University differential funding survey. However, for the purpose of obtaining actual costs the total teaching credit was used as a base.

Lists were prepared for each college reporting the cost for each section of each course offered in the undergraduate and graduate programs along with enrollment and student credit hours produced. Lists were also prepared reporting the cost of each non-classroom assignment.

All secretarial and clerical salaries were recorded.

Fringe benefits were determined by using the University recommended figures of 25 per cent for professorial staff, 10 per cent for full-time lecturers and 5 per cent for part-time lecturers. Fringe benefits for full-time secretarial and clerical staff were determined by using 25 per cent for full-time and five per cent for part-time employees.

Semester student FTE's were computed from student credit hours using 15 credits as a base for undergraduate and 12 credits as a base for graduate courses.

The cost figures reported include the cost of all courses or services received from other departments and exclude those courses or services offered to other departments by teacher education staff members. Thus, they represent only those costs chargeable to teacher education.

York College is not included in the present report because it was in its first year of operation and its costs were not considered to be representative at this time.

CHAPTER II.

TEACHER EDUCATION PROGRAMS

The City University of New York is a publicly supported, co-educational institution of higher learning in the City of New York. It consists of nine senior colleges, six community colleges, a graduate center and a medical center and has a student population numbering about 165,000.

Eight of the senior colleges: City, Hunter, Brooklyn, Queens, Richmond, York, Herbert H. Lehman, and Bernard M. Baruch offer teacher education programs in which nearly 45,000 undergraduate and graduate students are enrolled. Of these, over 27,000 are undergraduates and approximately 17,500 are graduate students in master's and sixth year certificate programs.

Curriculum Patterns

Teacher education at CUNY is a long term experience providing professional preparation of men and women who expect to become teachers in elementary and secondary schools. At the undergraduate level it consists of a 2-7 semester period covering from 5-13 professional courses and laboratory experiences yielding from 24-35 college credits. (See Tables 1a and 1b.)

Teacher education programs are conducted as integral parts of the total educational programs at the senior colleges and lead either to the B.A., B.S. or B.S. in Education degree. Students who are preparing to teach must meet the same requirements for admission as are set for all other students and, in addition, must meet the requirements for admission set by the college Education Department.

The present approved curriculum patterns are designed to meet New York State provisional certification and New York City Alternative A license requirements. Matriculated students completing the approved professional sequence, including student teaching, will qualify for New York State certification simply on the recommendation of the Dean of the college Education Department. Other students, usually non-matriculants, may complete a program of self-selected courses (excluding student teaching) to qualify with minimal preparation and no automatic recommendation for the New York City Alternative B license.

Student teaching is the period in which students, under the supervision of college and school personnel, assume increasing responsibility for guiding a group of learners in an actual school setting. Basic student teaching programs usually occur during the seventh or eighth semester as the final course in a teacher education sequence either along with or immediately following a specific methods course. They are coordinated by the college student teaching office in cooperation with New York City and suburban public schools and consist of professional laboratory experiences in Early Childhood, Elementary and Secondary subject areas.

Enrollment

In the spring 1970 semester one out of every five junior, and senior undergraduate and two out of every five graduate full-time equivalent students in the university was enrolled in teacher education courses. Table 2 presents a comparison of teacher education FTE as a per cent of total college upper division and graduate FTE.

A total of 24,522 students were enrolled in undergraduate teacher education courses generating 77,296 student credit hours or an FTE of

TABLE 1a.

CITY UNIVERSITY OF NEW YORK - TEACHER EDUCATION PROGRAMS - E.C./ELEMENTARY LEVEL

	Educational Foundations				Psychological Foundations				Methods and Miscellaneous				Methods/Student Teaching			Totals		
College	Course (s)	Sem.	Cr.	Fld. Wk. Hrs.	Course (s)	Sem.	Cr.	Fld. Wk. Hrs.	Course (s)	Sem.	Cr.	Fld. Wk. Hrs.	Course (s)	Sem.	Cr.	Fld. Wk. Hrs.	Ed. Courses	Semesters	Credits
City	ED 37 Soc. & Phil. Fdns. ED 39 1-6 (Req.Elect)	6or7 7or8	3 3	- -	ED 32 Childhd. & Adol. and(coreq.) ED 33 Psych. Serv. ED 36 Psych. of Lrng.	5 5or6	3 1 3	- 45 30	ED 150 The Teacher Perceives Self	8	1	-	101-102 Meth/S.T. I+II (EC) or 111-112 " " (Elem) or 121-122 " "(Int)+SpMeth or 131-132 "(Sp. Ed.)" or 141-142 "(CRMD) "	7+8 7+8 7+8 7+8 7+8	8+6 8+6 8+2+6 8+4+6 8+4+6	300 300 300 300 300	8 or 8 or 8 or 10 or 10	4 4 4 4 4	28 28 30 32 32
Hunter	* 60,200 Intro. to Ed.	4	3	-	60,209 Psych. Fdns. I 60,210 Psych. " II	3 5	3 3	- 30	60.332 Art 60.333 Mus 60.334 P.E.	5,6,7or8 5,6,7or8 5,6,7or8	2 2 2	- - -	60,335 Tchg. & Lrng. I 60,336 Tchg. & Lrng. II 60,337 St. Tchg. N-6	5or6 6or7 7or8	6 6 4	30 - 300	9	6	31
Brooklyn	* 30.3 Ed. in Mod. Soc. or 30.4 Phil.+ Hist. Fdns.	5	3	-	27.1 Chld. Dev. or 27.2 Adol. Dev. 28 Lrng., Eval., Ment. Hlth. or 29.5 Adol. Dev.	6 7	3 3	45 - 45	20.1 Art 5.1 Music 35 Schl. Curric. 51.1 Tchg. E.C. 52.1 Tchg-Up. Elem.	5,6,7or8 5,6,7or8 6 7 8	2 2 3 6 6	- - 15 - -	51 2 Sup. Inst. Exp. (EC) OR51.4 " " " " 52.2 Sup. Inst. Exp(Elem) OR52.4 " " " "	7 7 8 8	2 4 2 4	100 200 100 200	10	4	34
Queens	Ed I Contemp. Ed.- Principles+Practices	4	4	15	ED 9 Hum. Lrng. & Dev. +ED 10 " " "	5 6	3 3	24-36 24-36	ED 30 Lit Mus 50 ED 32 Art Mus 75	6 6 7 7	2 2 4 2	- - - -	ED 44 Gdg. Chldrn N-6 +ED 45 " " " ED 72 St. Tchng.	6 7 8	5 8	24-32 300	10	5	31
Richmond	Interdisciplinary ⟶				Interdisciplinary ⟶				71.302 El. Ed. I 71.303 El. Ed. II 71.304 Work shop	5 6 7	4 4 4	45 45 *	71.305 Meth/S.T. I 71.306 " " II	7 8	6 6	300	5	2	34
Lehman	211 Probs. & Issues in Tchng. Prof. (Opt) 212 Afro-American 213 Sp-Spkg. American	2or3 3or4 3or4	3 3 3	- - -	207 Hum. Relations 208 Psych. Fdns.	3,4or5 3,4or5	3 3	15 15	325,6,7 Art, Mus, Phys. Ed. 321,22 L.A., SS. 323,24 Sci., Math,	4,5,6, 7or8 4,5,6, 7or8 6or7	2ea. 3ea. 3ea.	- 15ea. 15ea.	328 Intro. to St. Tchg. and(coreq) 329 Stud. Tchg.	6or7 7or8	4	300	13	6-7	34
York	Hist. 271 or Phil. 271 or Soc. 271 Hist. 272-Afro-Am. or Hum. 172-Int to Afr. Hum. 272 Hisp. Span. 272 Pract.	3or4 3or4	3 3	10 10 - -	271 Dev. Psych. 272 Theor. of Lrng.	3or4 3or4	3 3	10 10	321 Reading 322 Communication 323 Mathematics 324 Science 325 Art 326 Music 327 Physical Ed. 420 Sem/Wkshp in Urban Ed.	3or4 3or4 3or4 3or4 3or4 3or4 3or4 5or6	2 2 2 2 1½ 1½ 2 3	15 15 15 15 15 15 15 *	421 Stud. Tchg. 422 Stud. Tchg.	7 8	5 5	150 150	13	7	35

* More field experience expected in near future

TABLE 1b.

CITY UNIVERSITY OF NEW YORK - TEACHER EDUCATION PROGRAMS - SECONDARY LEVEL

College	Educational Foundations: Course(s)	Sem.	Cr.	Fld. Wk. Hrs.	Psychological Foundations: Course(s)	Sem.	Cr.	Fld. Wk. Hrs.	Methods and Miscellaneous: Course(s)	Sem.	Cr.	Fld. Wk. Hrs.	Methods/Student Teaching: Course(s)	Sem.	Cr.	Fld. Wk. Hrs.	Totals: Ed. Courses	Semesters	Credits
City	37 Fdns. of Ed. 3.9 Soc. & Phil. Fdns. (elect)	6or7 8	3 3	- -	32 Child & Adol and (coreq) 33 Psych. Serv. 36 Psych. of Lrng.	 5or6 5or6	3 1 3	 45 30	220 Teacher Aid +240 Gen. & Spec. Meth. AND Spec. Methods	6or7	4 6-8	 30	263 Student Tchg. in Sec. Schls.	7or8	6	225	9-10	4	29-31
Hunter	60.200 Intro. to Ed.	4	3	-	60.209 Psych. Fdns. I 60.210 Psych. Fdns. II	3 5	3 3	- 30	60,341-371 Methods of Tchg. a Subject	5or6	2	15	60.369 Sec. Schls: Prog. & Prac. 60.370 Stud. Tchg. - 371 in Subject	7or8 7or8	2 3	 120	6	5-6	16
Brooklyn	30.3 Ed. in Mod. Soc. or 30.4 Phil. & Hist. Fdns. of Ed.	5	3	-	27.2 Adol. Dev. 28 Lrng., Eval. & Ment. Health	6 7	3 3	45 -	35 The Sch. Curr. - Methods	6	3	15	61.01-15 Meth/St.Tchg. I 62.01-15 Meth/St.Tchg. II + Spec. Methods		3 4	25 100	6	4	19
Queens	ED 1 Contemp. Ed.	4	4	*	ED 9 Human Lrng. ED 10 & Develop.	5 6	3 3	 72	ED 50 Sec. Sch. Prob. & Prac. ED 52 Sem. in Tchg. 57a Sec. Subj. I ED 52 Sem. in Tchg. 576 Sec. Subj. II	7 7 8	2 2 2	45 45 45	263 Student Tchg. in Sec. Schls.	7or8	6	225	7	5	21
Richmond	Interdisciplinary ⟶				Interdisciplinary ⟶				72.302 Sec Ed I 72.303 Sec Ed II 72.304 Workshop	5 6 7	4 2 4	45 45 -	72.305 St. Tchg. I 72.306 St. Tchg. II	7 8	4 4	 180	5	4	16
Lehman	211 Probs. & Issues in Tchg. Prof.	2or3	3	-	209 Psych. Fdns. I 210 Psych. Fdns. II	2or3 3or4	3 3	15 15	341-365 Methods of Tch. Sec. Subjs. 369 Sec. Sch. Wkshp.	5,6or7 5,6or7	2 2	* *	370or 371or 372 Sec. School Internship	7or8	3-5	120	6	6-7	16-18
Baruch	ED 43 Contemp. Ed.	7	3		ED 40 Child. & Adol. + ED 401 Comm Serv. ED 41 Lrng. & Tchg. + ED 42 Curr. & Tchg. + ED 42.1 Ed. Serv.	5 6	3 1 2 2 1	- 30 - - 30	ED 44 Diag. of Rdg. Diff. Spec. Methods I Spec. Methods II	6or7 7	2 4	- -	ED 63 St. Tchg. +ED 64 Diagnosis of Teaching Probs.	8 8	5 1	225 -	11	4-5	25
York	460 Comm. Problems 470 Tchr. & Commun. Hist. 271 or Phil. 271 or Soc. 271 Hist. 272 or Human. 172 Human. 272	5or6 5or6 3or4 3or4 3or4	2 2 3 3 3	- - 10 - -	271 Dev. Psych. 272 Theories of Learning	3or4 3or4	3 3	10 10	361-385 Curr. & Meth. in Sec. Schl.	3or4	2	*	ED 461-62. Student Tchg. I Student Tchg. II	7 8	3 3	90 90	10	5-6	27

*More field experience expected in near future

Table 2

Per Cent of University FTE in Teacher Education Courses*
Spring Semester, 1970

College	Undergraduate FTE			Graduate FTE			Total FTE		
	College Jr. & Sr. Years**	Teacher Education	Teacher Education as % of College	College	Teacher Education	Teacher Education as % of College	College Jr., Sr., Grad.**	Teacher Education Undergrad. & Grad.	Teacher Education as % of College
Brooklyn	5,322	1,301	24.4%	1,864	789	42.3%	7,186	2,090	29.1%
CCNY	6,231	697	11.2	1,509	1,028	68.1	7,740	1,725	22.3
Hunter	3,155	565	17.9	2,159	729	33.8	5,314	1,294	24.4
Lehman	2,591	720	27.8	560	307	54.8	3,151	1,027	32.6
Queens	6,023	1,515	25.2	1,613	775	48.0	7,636	2,290	30.0
Baruch	1,616	194	12.0	1,362	16	1.2	2,978	210	7.1
Richmond	1,457	161	11.1	401	234	58.4	1,858	395	21.3
Total	26,395	5,153	19.5%	9,468	3,878	41.0%	35,863	9,031	25.2%

* SGS not included.
** Freshman and Sophomore FTE not included.

5,153.05. A total of 19,058 students were enrolled in graduate teacher education courses generating 46,542 student credit hours or an FTE of 3,878.50. Tables 3a and 3b list credits, student enrollment, student credit hours, FTE and average credit hours per student enrolled in undergraduate and graduate teacher education courses. As previously mentioned, York college was not included in the report.

Staff

A total of 785.21 full-time equivalent instructional members were assigned to teacher education programs at the seven senior colleges. Of these 61 per cent were regular full-time faculty members. Table 4 presents full-time equivalent instructional lines assigned to teacher education.

Table 3a

Credits, Student Enrollment, Student Credit Hours, FTE and Average Credit Hours per Student Enrolled in Undergraduate Teacher Education Courses, Spring 1970

Credits	Brooklyn		CCNY		Hunter		Lehman		Queens		Baruch		Richmond		Total	
	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH
15	-	-	-	-	-	-	-	-	30	450	-	-	-	-	30	450
8	-	-	150	1,200	-	-	-	-	356	2,848	-	-	-	-	506	4,048
6	658	3,948	172	1,032	-	-	-	-	-	-	-	-	158	948	988	5,928
5	15	75	-	-	-	-	-	-	901	4,505	13	65	-	-	929	4,645
4	540	2,160	-	-	165	660	732	2,928	1,458	5,832	-	-	229	916	3,124	12,496
3	4,199	12,597	2,400	7,200	2,073	6,219	2,150	6,450	2,326	6,978	184	552	6	18	13,338	40,014
2	368	736	96	192	766	1,532	669	1,338	1,507	2,114	914	1,828	266	532	4,136	8,272
1	-	-	838	838	60	60	89	89	-	-	456	456	-	-	1,443	1,443
0	-	-	28	-	-	-	-	-	-	-	-	-	-	-	97	-
Total	5,780	19,516	3,684	10,462	3,064	8,471	3,640	10,805	6,128	22,727	1,567	2,901	659	2,414	24,522	77,296
FTE	1,301.06		697.47		564.73		720.33		1,515.13		193.40		160.93		5,153.05	
Av. Cr. Hr. Per Student	3.4		2.8		2.7		3.0		3.7		1.9		3.7		3.1	

* Excluding SGS

Table 3b

Credits, Student Enrollment, Student Credit Hours, FTE and Average Credit Hours per Student Enrolled in Graduate Teacher Education Courses, Spring 1970

Credits	Brooklyn		CCNY		Hunter		Lehman		Queens		Baruch		Richmond		Total	
	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH	Stud.	SCH
8	-	-	-	-	-	-	-	-	12	96	-	-	-	-	12	96
6	41	246	-	-	3	18	-	-	-	-	-	-	-	-	44	264
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	43	172	141	564	33	132	-	-	47	188	-	-	20	80	284	1,136
3	1,501	4,503	642	1,926	1,567	4,701	622	1,866	2,826	8,478	62	186	608	1,824	7,828	23,484
2	2,276	4,552	4,897	9,794	1,950	3,900	906	1,812	270	540	-	-	454	908	10,753	21,506
1	-	-	46	46	-	-	-	-	-	-	10	10	-	-	56	56
0	-	-	36	-	-	-	-	-	45	-	-	-	-	-	81	-
Total	3,861	9,473	5,762	12,330	3,553	8,751	1,528	3,678	3,200	9,302	72	196	1,082	2,812	19,058	46,542
FTE	789.42		1,027.50		729.25		306.50		775.17		16.33		234.33		3,878.50	
Av. Cr. Hrs. Per Student	2.5		2.2		2.5		2.4		2.9		2.7		2.6		2.5	

Table 4

Full-Time Equivalent Instructional Lines Housed in Teacher Education*
Spring Semester 1970

College	Prof.	Assoc. Prof.	Asst. Prof.	Adj.	Inst.	Lect. FT	Lect. PT	Teach. Early Ch. Ctr.	Teach. Asst.	Clin. Asst.	Col. Sci. Tech.	Res. Asst.	HEO	Total
Brooklyn	19.50	32.00	52.50	1.75	14.00	31.00	19.50	5.00	2.00	3.00	2.00	1.00	-	183.25
CCNY	23.00	23.50	32.00	-	12.00	14.00	26.12	-	4.50	6.00	1.00	2.00	-	144.12
Hunter	18.50	20.00	40.00	2.92	2.00	21.00	10.57	-	2.50	3.50	5.00	2.00	1.00	128.99
Lehman	2.00	12.00	35.00	1.00	-	23.00	14.68	-	.50	-	1.00	.50	1.00	90.68
Queens	18.00	29.50	54.50	1.00	4.00	46.00	10.83	7.00	6.00	6.00	2.00	-	-	184.83
Baruch	1.00	3.00	9.00	-	-	-	2.67	-	-	-	-	-	-	15.67
Richmond	3.00	5.00	13.00	.92	1.00	9.00	4.75	-	1.00	-	-	-	-	37.67
Total	85.00	125.00	236.00	7.95	33.00	144.00	89.12	12.00	16.50	18.50	11.00	5.50	2.00	785.21
%	10.8	15.9	30.1	1.0	4.2	18.3	11.3	1.5	2.1	2.4	1.4	.7	.3	

* SGS not included

CHAPTER III.

COST OF TEACHER EDUCATION

The cost of instruction in any department is dependent upon a number of factors working together in a multivariate relationship, some having a positive and others a negative effect upon cost. Each of these vary as to the degree of department control. Chief among these factors are:

1. Allocation of budget between undergraduate, graduate and non-classroom activities.
2. Allocation of staff by rank to each of the above categories.
3. Student load per staff member.
4. Discrepancy between student-credit hours and assigned instructor credit.

Table 5 shows the correlations between cost per FTE in teacher education and ten measurable cost factors related to the above.

Allocation of Budget

Instructional costs are divided between undergraduate, graduate and non-teaching programs. Added to these are supportive secretarial and clerical costs and the ever expanding costs of fringe benefits. Unlike many liberal arts faculties, teacher education faculties are not exclusively designated to undergraduate or graduate programs but teach in both. Thus, it is difficult to assign non-teaching and supportive services as well as fringe benefits to undergraduate or graduate categories. Traditionally, undergraduate courses tend to cost less per student than graduate courses and most differential funding schemes adjust for this in the budget formula.

In the case of teacher education, however, because of student teaching which produces a small amount of student credit hours in relation to

Table 5

Correlation between Teacher Education Cost per FTE and Selected Cost Factors, Spring 1970

Factor	Correlation with Cost/FTE
1. Average Cost/Staff Member	.87
2. % of Staff Full Professor	.73
3. % of Budget for Graduate Program	.66
4. % of Budget for Non-Classroom Program	.26
5. Student Teaching as % of Undergraduate FTE	.24
6. % of Budget for Undergraduate Program	-.73
7. % of Staff Full Time Lecturer	-.64
8. Graduate FTE/Graduate Staff	-.46
9. Undergraduate FTE/Undergraduate Staff	-.52
10. % of Staff Assistant Professor	-.29

faculty contact hours, undergraduate programs tend to equal or exceed graduate per pupil costs.

In the Spring of 1970, 30.7 per cent of the teacher education budget was allocated directly to undergraduate, 23.8 per cent to graduate, 21.0 per cent to non-teaching or non-credit producing, 5.6 per cent to secretarial and clerical and 18.9 per cent to fringe benefit categories. Table 6 presents the total costs chargeable to teacher education for the spring semester 1970. Table 7 presents the costs as per cent of total chargeable budget.

Allocation of Staff

No other factor has a greater impact upon cost than the allocation of staff by rank. A three-credit course can cost as much as $3,500.00 when assigned to a full professor and as little as $600.00 when assigned to a part-time lecturer. Added to this are fringe benefits of approximately 25 per cent for full-time professorial staff compared to 5.20 per cent for part-time staff.

In the Spring of 1970, 10.8 per cent of the teacher education staff held the rank of full professor, 15.9 per cent associate professor, 30.1 per cent assistant professor and 29.6 per cent lecturer. The seven colleges varied from a high of 16.0 per cent full professors at one of the older colleges to a low of 2.2 per cent at one of the newer facilities. Table 8 presents the per cent of full-time equivalent instructional lines at each of the seven senior colleges.

Since the percentage of ranks is now determined by a collective bargaining contract, departments have little control over this factor. However, they do have control over the deployment and utilization of this

Table 6

Total Costs Chargeable to Teacher Education*
Spring Semester 1970

College	Undergraduate Lines	Undergraduate Cost	Graduate Lines	Graduate Cost	Non-Credit Producing Lines	Non-Credit Producing Cost	Sec. & Clerical Cost	Fringe Benefits Cost	Total Cost	Total FTE	Semester Cost FTE
Brooklyn	70.50	501,722.14	41.25	317,507.03	53.79	429,243.13	66,337.50	318,731.07	1,633,540.87	2,090.48	781.42
CCNY	46.18	365,012.44	68.25	551,770.61	39.75	339,666.24	145,885.00	321,548.67	1,723,882.96	1,724.97	999.37
Hunter	42.10	326,697.29	42.28	335,358.98	31.05	280,763.33	79,950.00	261,499.28	1,284,268.88	1,293.98	992.50
Lehman	53.41	403,502.12	15.70	105,191.45	13.54	115,888.27	35,000.00	134,412.80	793,994.64	1,026.83	773.25
Queens	82.91	612,340.31	45.79	407,566.08	48.73	368,364.62	76,750.00	331,674.01	1,796,695.02	2,290.30	784.48
Baruch	11.92	89,333.46	1.25	6,788.00	3.82	34,002.37	7,800.00	31,469.25	169,393.08	209.73	807.67
Richmond	16.99	86,178.20	12.59	121,665.35	7.16	68,005.28	26,821.50	63,715.81	366,386.14	395.26	926.95
Total	324.01	2,384,785.96	227.49	1,845,847.50	197.84	1,635,933.29	438,544.00	1,463,050.89	7,768,161.59	9,031.55	860.11
%		30.7%		23.8%		21.0%	5.6%	18.9%			

* SGS not included

Table 7

Costs as Per Cent of Total Chargeable Budget of Teacher Education
Spring Semester 1970*

College	Under-Graduate	Graduate	Non-Credit	Sec. & Clerical	Fringe Benefits
Brooklyn	30.7%	19.4%	26.3%	4.1%	19.5%
CCNY	21.2	32.0	19.7	8.5	18.6
Hunter	25.4	26.1	21.9	6.2	20.4
Lehman	50.8	13.2	14.6	4.4	17.0
Queens	34.1	22.7	20.5	4.2	18.5
Baruch	52.7	4.0	20.1	4.6	18.6
Richmond	23.5	33.2	18.6	7.3	17.4
Total	30.7%	23.8%	21.0%	5.6%	18.9%

* Excluding SGS

Table 8

Percent of Full-Time Equivalent Instructional Lines Housed in Teacher Education*
Spring Semester 1970

College	Prof.	Assoc. Prof.	Asst. Prof.	Adj.	Inst.	Lect. FT	Lect. PT	Teach. Early Child. Ctr.	Teach. Asst.	Clin. Asst.	Col. Sci. Tech.	Res. Asst.	HEO	Total Number
Brooklyn	10.7	17.5	28.7	1.0	7.6	16.9	10.6	2.7	1.1	1.6	1.1	.5	-	183.25
CCNY	16.0	16.3	22.2	-	8.3	9.7	18.1	-	3.1	4.2	.7	1.4	-	144.12
Hunter	14.3	15.5	31.0	2.3	1.6	16.3	8.2	-	1.9	2.7	3.9	1.5	.8	128.99
Lehman	2.2	13.2	38.5	1.1	-	25.4	16.2	-	.6	-	1.1	.6	1.1	90.68
Queens	9.7	16.0	29.5	.5	2.2	24.9	5.9	3.8	3.2	3.2	1.1	-	-	184.83
Baruch	6.4	19.2	57.4	-	-	-	17.0	-	-	-	-	-	-	15.67
Richmond	8.0	13.2	34.5	2.4	2.7	23.9	12.6	-	2.7	-	-	-	-	37.67
Total	10.8	15.9	30.1	1.0	4.2	18.3	11.3	1.5	2.1	2.4	1.4	.7	.3	785.21

* SGS not included

staff. Costs of non-credit producing functions tend to be higher in relation to the number of staff assigned, chiefly because these functions are usually assigned to those staff members of higher rank.

Student Load Per Staff Member

If cost per FTE student is to be the criterion of a differential funding formula, the number of student credit hours produced by each staff member becomes a vital factor. All non-credit producing functions and those courses, such as student teaching, which produce few student credit hours must then be supported by the student credit hours generated by other courses.

Table 9 presents a hypothetical case in point. Suppose that colleges A, B, C and D offer 2, 4, 6 and 8 student credits, respectively, for student teaching. A full staff load for student teaching at each college, however, is 24 student teachers. The colleges would produce 48, 96, 144, and 192 student credit hours, respectively, even though the cost to each college would be the same if taught by faculty members of equal rank. A student teaching course offering 4 credits would produce 96 student credit hours in comparison to a 3-credit educational foundations course which could produce 300 or more student credit hours and a no-credit honors course which would produce no student credit hours. Each of the above would require the same number of contact hours for a full-time staff member and would cost the same if taught by faculty of equal rank.

It would seem that the easiest way to lessen the discrepancy between cost per contact hour and student credit hours generated would be to increase the number of credits offered for the course. This is not always possible or desirable. As previously mentioned, undergraduate students are

Table 9

Cost Per Student Credit Hour Vs. Cost Per Faculty Contact Hour

College	Student Teaching Enrollment	Course Credit	Student Credit Hours	Faculty Contact Hours	Semester Salary	Cost/ S.C.H.	Cost/ Contact Hr.
A	24	2	48	12	$9,190.00	$191.46	$765.83
B	24	4	96	12	9,190.00	95.73	765.83
C	24	6	144	12	9,190.00	63.82	765.83
D	24	8	192	12	9,190.00	47.86	765.83

Course	Total Enrollment	Course Credit	Student Credit Hours	Faculty Contact Hours	Semester Salary	Cost/ S.C.H.	Cost/ Contact Hr.
Student Teaching	24	4	96	12	$9,190.00	$ 95.73	$765.83
Ed. 300	100	3	300	12	9,190.00	30.63	765.83
Honors	15	-	-	3	2,297.50	-	765.83

$$\text{Semester FTE Students} = \frac{\text{Student Credit Hours}}{15}$$

allocated approximately 30 out of 128 credits in teacher education courses. If individual course credits were to be increased, certain other courses would have to be dropped. In the case of graduate courses an increase in course credit would have the same effect.

Tables 3a and 3b present average credit hours per student enrolled in undergraduate and graduate teacher education courses. Table 10 presents staff load in student credit hours and FTE for the same programs. Staff loads varied from a high of 19.52 to a low of 9.49 FTE per full-time equivalent staff member teaching in the undergraduate and graduate programs. In a differential funding system, however, non-teaching functions must also be considered. Those courses producing student credit hours or FTE's must support the non-credit producing functions. Table 11 presents the FTE per total staff members chargeable to the teacher education departments. These ranged from a high of 12.9 to a low of 10.8 FTE per staff member.

Non-Credit Producing Costs

Not counting fringe benefits, and non-instructional salaries, non-teaching functions of instructional staff account for about 21 per cent of the teacher education chargeable budget. Many of these functions, such as deans, chairmen, administrative assistants and leave with pay, are comparable to liberal arts and other departments. In the case of teacher education, however, there are many functions unique to the professional preparation nature of the program. The licensing requirement of supervised field experience necessitates the recruitment of public school classrooms and cooperating teachers for approximately 2,700 student teachers each semester. Supervising teachers must be assigned on a coordinated basis and some method of screening of student teachers is required. Coordinators of student

Table 10

Staff Load in Student Credit Hours and FTE for Undergraduate and Graduate Programs in Teacher Education, Spring 1970.*

College	Undergraduate				Graduate			
	Staff	Stud. Credit Hours	S.C.H./ Staff	FTE/Staff	Staff	Stud.Credit Hours	S.C.H./ Staff	FTE/Staff
Brooklyn	70.50	19,516	276.82	18.45	41.25	9,473	229.65	19.14
C.C.N.Y.	46.18	10,462	226.55	15.10	68.25	12,330	180.66	15.06
Hunter	42.10	8,471	201.21	13.41	42.28	8,751	206.95	17.25
Lehman	53.41	10,805	202.30	13.49	15.70	3,678	234.27	19.52
Queens	82.91	22,727	274.12	18.14	45.79	9,302	203.14	16.93
Baruch	11.92	2,901	243.37	16.22	1.25	196	156.80	13.07
Richmond	16.96	2,414	142.33	9.49	12.59	2,812	223.35	18.61
Total	324.01	77,296	238.56	15.90	227.49	46,542	204.59	17.05

* SGS not included

Table 11

FTE Per Staff Member Chargeable to Teacher Education*
Spring Semester 1970

College	FTE	Total Staff	FTE Per Staff Member
Brooklyn	2,090.48	165.54	12.6
CCNY	1,724.97	151.18	11.4
Hunter	1,293.98	115.43	11.2
Lehman	1,026.83	82.65	12.4
Queens	2,290.30	177.43	12.9
Baruch	209.73	16.99	12.3
Richmond	395.26	36.74	10.8
Total	9,031.55	745.96	12.1

* SGS not included

teaching and field experiences are essential for liaison with the schools as well as for coordination of the field supervisors and cooperating teachers. The fact that the student teaching function is conducted off-campus under divided supervision of both the university and the public schools has necessitated a greater commitment to pupil personnel services than would be necessary if the student were on campus. The licensing nature of the program has added to the needs of pupil personnel services as well as to the need for teacher placement services.

A large segment of the non-teaching budget is related to educational clinics, early childhood centers, community centers, psychological laboratories and campus experimental schools. These have long been a part of the overall teacher education programs and are related to the professional aspects of teacher training. Many of these were organized under the express recommendation of the State, who previously had paid the entire cost of these programs.

Table 12 presents the equivalent full-time staff lines assigned and total costs for each of the major categories of non-credit producing functions.

In calculating chargeable costs of teacher education, those services received from other departments were added to the proper categories. In the same manner, those costs presently charged to teacher education but for functions serving the entire university, college or other departments were subtracted. Table 13 presents staff lines and costs not chargeable to teacher education for staff assigned to teacher education. Added to this were all equivalent staff lines assigned to research funded from outside of the college. In actual practice, the person assigned continues to

Table 12

Non-Credit Producing Lines and Costs Chargeable to Teacher Education

Spring Semester 1970 (Without Fringe Benefits)

Function	Brooklyn		CCNY		Hunter		Lehman		Queens		Baruch		Richmond		Total	
	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost
eans	4.00	48,895.00	1.67	22,420.90	2.50	29,665.00	.75	7,732.50	2.88	33,805.90	-	-	1.00	15,325.00	12.80	157,844.30
hairmen & Coord.	4.00	41,442.50	4.78	46,556.63	5.73	68,749.00	3.80	33,635.19	4.63	50,024.14	1.33	13,604.20	1.30	10,002.97	25.57	264,014.63
dm. Assts.	2.25	15,405.00	1.28	8,049.46	.50	1,987.50	-	-	.90	5,967.65	-	-	.17	1,033.35	5.10	32,442.96
up. of Field Wk. Stud. Teach.	3.00	26,438.05	5.27	43,066.42	2.50	23,065.00	1.11	9,608.16	2.25	20,089.63	.83	6,541.53	.83	7,655.27	15.79	136,464.06
tud. Pers. Serv.	5.86	43,846.17	8.77	77,029.32	6.77	56,314.23	2.46	21,584.87	3.36	34,251.22	1.33	10,588.49	2.19	15,369.69	30.74	260,984.22
arly Chldhd. Ctr.	5.75	25,217.50	-	-	-	-	-	-	7.00	35,525.00	-	-	-	-	12.75	60,742.50
duc. Clinic	9.59	64,961.66	9.78	65,837.86	8.21	47,549.90	2.50	19,145.32	16.24	101,879.19	-	-	-	-	46.32	299,373.93
ampus School	1.84	15,515.62	-	-	.08	735.20	-	-	-	-	.25	2,702.50	-	-	2.17	18,953.32
es. Non-Funded	.75	5,740.83	.08	638.27	-	-	-	-	-	-	-	-	-	-	.83	6,379.10
chr. Placement	1.00	7,592.50	.58	7,039.73	.75	6,892.50	.92	5,802.23	.63	6,756.25	.08	565.65	-	-	3.96	34,648.86
V Lab (Ed. Only)	1.50	7,052.05	-	-	-	-	-	-	-	-	-	-	.67	4,669.00	2.17	11,721.05
ch. Psych. Lab.	1.50	6,640.00	2.15	12,831.25	-	-	-	-	2.80	17,088.53	-	-	-	-	6.45	36,559.78
uidance Lab.	-	-	-	-	-	-	-	-	2.00	4,583.20	-	-	-	-	2.00	4,583.20
epd. for Overload	3.50	33,303.75	.27	2,464.52	.13	1,743.75	-	-	-	-	-	-	-	-	3.90	37,512.02
eave with Pay	7.00	76,777.50	2.50	26,610.00	3.50	38,990.00	2.00	18,380.00	4.00	37,012.50	-	-	1.00	13,950.00	20.00	211,720.00
om.'s Ctrs. etc.	2.25	10,415.00	2.62	27,121.65	.38	3,071.25	-	-	2.04	21,381.41	-	-	-	-	7.29	61,989.31
otal	53.79	429,243.13	39.75	339,666.24	31.05	280,763.33	13.54	115,888.27	48.73	368,364.62	3.82	34,002.37	7.16	68,005.28	197.85	1,635,933.24

Table 13

Non-Credit Producing Lines and Costs Not Chargeable to Teacher Education for Staff Assigned to Teacher Education Lines
Spring Semester 1970 (Without Fringe Benefits)

Function	Brooklyn		CCNY		Hunter		Lehman		Queens		Baruch		Richmond		Total	
	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost	Lines	Cost
Deans	4.00	48,760.00	-	-	-	-	2.00	26,640.00	-	-	-	-	-	-	6.00	75,400.00
College-Wide Comm. & Chairman	.75	7,332.50	.58	7,781.80	.50	5,655.00	.17	1,421.06	-	-	.33	2,161.17	.58	4,252.10	2.91	28,603.63
College Admin.	1.00	6,500.00	-	-	-	-	1.00	11,310.00	.70	6,083.00	-	-	.67	4,328.83	3.37	28,221.83
Institutional Res.	3.50	27,337.50	4.35	28,019.14	2.57	14,366.20	.67	6,543.27	-	-	-	-	-	-	11.09	76,266.11
Computer Center	4.00	31,240.00	-	-	-	-	-	-	-	-	-	-	-	-	4.00	31,240.00
Funded Research	8.00	55,693.13	8.05	55,191.68	7.08	56,735.97	4.25	25,870.81	5.32	43,612.32	-	-	4.75	35,542.71	37.45	272,646.62
AV College-Wide	.50	2,537.50	1.84	11,067.19	9.88	54,980.00	1.00	4,050.00	2.00	9,800.00	-	-	-	-	15.22	82,434.69
Teaching in Other Departments	1.63	15,975.33	.80	8,881.54	2.55	20,372.81	-	-	3.05	30,274.37	-	-	.33	3,433.23	8.36	78,937.28
Guidance CUNY	-	-	.25	3,331.25	-	-	-	-	-	-	-	-	-	-	.25	3,331.25
Total	23.38	195,375.96	15.87	114,272.60	22.58	152,109.98	9.09	78,835.14	11.07	89,769.69	.33	2,161.17	6.33	47,556.87	88.65	677,081.41

receive his salary from the college and the grant monies are used to hire part-time replacements. Because of the difficulty in equating each replacement with those assigned to research, the cost of the replacement was added to the teacher education chargeable costs and the cost of the staff member assigned was subtracted for the purpose of this study. This would actually result in a slight deflation of actual cost.

Student Teaching

In the spring of 1970, 2,752 students were registered for undergraduate student teaching in the seven colleges. A total of 1,743 students was registered in elementary and 1,009 in secondary education programs. Table 14 lists the enrollments at each of the colleges.

Table 14

Enrollment in Student Teaching (Spring, 1970)

College	Enrollment		
	Elementary	Secondary	Total
Brooklyn	649	283	932
CCNY	231	72	303
Hunter	182	126	308
Lehman	277	193	470
Queens	343	286	629
Baruch	-	13	13
Richmond	61	36	97
Total	1,743	1,009	2,752

The colleges employed 310 instructional staff members as supervisors of student teaching. Each supervisor was responsible for from one to as many as 30 student teachers. These 310 staff members constituted the equivalent of 105 full-time supervisory positions. Of the 310 supervisors, 82 were recruited from liberal arts departments and were usually responsible for supervising specialized areas in secondary education programs. Tables 15a and 15b present the student teaching student-supervisor ratios for each college for all staff ranks from within and without the teacher education departments. A total of 54 per cent of the 2,752 student teachers were supervised by full- and part-time lecturers.

Student teaching consists of 300 field hours at the elementary level and from 100 to 225 hours at the secondary level. In the elementary programs, the 300-hour total is divided between two semesters at Brooklyn and Richmond Colleges and is taken in a single semester at the others. In the secondary programs only Richmond College divides student teaching into two semesters. Tables 16a and 16b list the allocations of undergraduate credit hours to the various education course areas, including student teaching, at each of the colleges.

It becomes evident at once that those colleges which allocate the greatest number of credits per semester to the courses specifically labelled student teaching will generate the greatest amount of student credit hours and thus the largest student FTE, even though the courses are substantially the same. For example, in a single semester, Brooklyn College which offers two or four credits for elementary student teaching (8.8 per cent of its total education program), appears to generate about one-third as many student credit hours as Queens College which offers eight credit hours (26.7 per cent of its total program) for elementary

Table 15a

Student Teacher - Faculty Ratios (Teacher Education Faculty Only)
Spring, 1970

Total	Brooklyn F/S	CCNY F/S	Hunter F/S	Lehman F/S	Queens F/S	Baruch F/S	Richmond F/S	Total F/S
P. T. Lecturer	8/95	8/69	7/24	4/28	7/65	-	4/36	38/317
F. T. Lecturer	20/390	8/75	8/103	14/251	31/288	-	4/16	85/1123
Teaching Assistant	-	-	-	-	-	-	1/7	1/7
Instructor	1/23	4/20	-	-	-	-	-	5/43
Assistant Professor	9/124	8/27	4/37	14/124	19/131	2/13	7/32	61/475
Associate Professor	7/114	4/17	4/39	2/9	8/48	-	-	27/240
Full Professor	3/43	3/12	-	-	4/24	-	1/6	11/85
Total	48/789	35/220	23/203	34/412	69/556	2/13	17/97	228/2290

Table 15b

Student Teacher - Faculty Ratios (Faculty from Other Departments)
Spring, 1970

Total	Brooklyn F/S	CCNY F/S	Hunter F/S	Lehman F/S	Queens F/S	Baruch F/S	Richmond F/S	Total F/S
P. T. Lecturer	4/36	-	4/9	-	1/6	-	-	9/45
F. T. Lecturer	1/13	4/26	3/30	-	4/14	-	-	12/83
Instructor	2/21	1/11	2/4	-	2/2	-	-	7/38
Assistant Professor	8/57	4/16	5/40	1/13	6/29	-	-	24/155
Associate Professor	2/19	3/14	5/10	7/33	1/4	-	-	18/80
Full Professor	1/3	3/16	2/12	4/12	2/18	-	-	12/61
Total	18/143	15/83	21/105	12/58	16/73	-	-	82/462

Table 16a

Average Allocation of Credit Hours in Elementary Education Programs
Spring, 1970

College	Education Foundations	Psychological Foundations	Methods	Average Semester of Student Teaching	Total Program	One Semester of Student Teaching as a Per Cent of Total Education Credits
Baruch	-	-	-	-	-	-
Brooklyn	3	6	19*	3**(4-2) (2-4)	34	8.8
CCNY	6	7	9	6	28	21.4
Hunter	3	6	18*	4	31	12.9
Lehman	3	6	14	4	27	14.8
Queens	4	6	12	8	30	26.7
Richmond	-	-	12	6***(6-6)	24	25.0

* Includes 2 hrs. in Art and 2 hrs. in Music offered outside of the Teacher Education Department.
** Offered for 2 semesters for a total of 6 hours.
*** Offered for 2 semesters for a total of 12 hours.

Table 16b

Average Allocation of Credit Hours in Secondary Education Programs
Spring, 1970

College	Education Foundations	Psychological Foundations	Methods	Average Semester of Student Teaching	Total Program	One Semester of Student Teaching as a Per Cent of Total Education Credits
Baruch	7	5	7	5	24	20.8
Brooklyn	3	6	6	4	19	21.1
CCNY	6	7	11	6	30	20.0
Hunter	3	6	4	3	16	18.8
Lehman	3	6	4	4	17	23.5
Queens	4	6	6	4	20	20.0
Richmond	-	.	8	4*(4-4)	16	25.0

* Offered for 2 semesters for a total of 8 hours.

student teaching. However, Brooklyn offers two six-hour methods courses which are co-required with student teaching for a total of 18 credits in a methods-teaching block. Queens College has a prerequisite of five hours, for a methods-teaching block of 13 hours. Thus, Queens offers five fewer credits in a methods-teaching block, but looks better in a comparison based upon a single semester.

Student Teaching Costs

In figuring the costs of student teaching alone, coordinators' salaries, supervisors' salaries, secretarial and clerical salaries, fringe benefits and supervisors' travel expenses were totaled. The total cost per FTE student was $1,237.04. Table 17 presents these costs for each of the seven senior colleges. The cost of the tuition waiver offered to cooperating teachers as reward for their participation was not included in these figures. Tuition waiver usage for eligibility earned in the spring of 1969 totaled $56,273 based upon a cost of $35.00 per credit hour.[2] If the cost of tuition waiver were to be added to the above student teaching costs, it would increase the cost per FTE student by $67.25. This figure, however, would vary from year to year depending upon the frequency of use of the waiver and the cost of tuition.

If considered on a cost per student teacher basis the average cost would be $376.11 per student without tuition waiver. However, because of the differences in supervisor load, credit offered and pre- and co-requisites, student teaching can not be accurately compared between col

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[2] For a complete report on tuition waiver, see Roberta Zalkin, Tuition Waiver for Cooperating Teachers, Division of Teacher Education, CUNY, August, 1970.

Table 17

Costs of Student Teaching, Spring 1970

College	Coordinators' Salaries	Supervisors' Salaries	Sec. & Cler. Salaries	Fringe Benefits	Travel	Total Student Teaching	Cost/FTE for Student Teaching
Brooklyn	$12,547.50	$194,629.31	$6,112.50	$42,657.86	$600.00	$256,547.17	$1,397.85
CCNY	12,375.37	98,807.52	5,877.50	23,412.08	425.00	140,897.47	1,210.46
Hunter	11,112.50	94,400.71	6,250.00	22,352.64	500.00	134,615.85	1,639.06
Lehman	8,156.83	136,522.74	6,156.26	30,167.17	500.00	181,503.00	1,613.79
Queens	14,519.00	196,757.51	10,112.50	44,277.80	600.00	266,266.81	890.32
Baruch	2,172.50	6,593.73	--	1,753.24	20.00	10,539.47	2,434.06
Richmond	7,655.27	27,450.10	1,975.00	7,416.07	200.00	44,696.44	1,151.97
Total	$68,538.97	$755,161.62	$36,483.76	$172,036.86	$2,845.00	$1,035,066.21	$1,237.04

leges. These comparisons become meaningful only when considered in relation to the entire teacher education program of the individual colleges.

Cost per FTE Student

If the total instructional costs for teacher education are divided by the total undergraduate and graduate student FTE, the total semester cost per FTE student registered in teacher education courses was $860.11.

It is difficult to differentiate between total undergraduate and graduate costs, because many non-teaching functions serve both programs. However, if non-teaching, supportive services and fringe benefits are allocated to undergraduate and graduate teacher education programs in proportion to FTE enrollment, the semester cost for undergraduate programs is $862.44 per FTE and $857.02 per FTE for graduate programs. Thus undergraduate programs, probably due to student teaching, are more costly than graduate programs. This is contrary to liberal arts guidelines where semester graduate costs are $102.50 above undergraduate costs. When compared with 1969-70 liberal arts guidelines, undergraduate teacher education programs cost $169.94 and graduate programs cost $62.02 more per FTE per semester. If undergraduate and graduate programs are considered together, the entire program costs $159.54 more per semester than liberal arts. In the case of nursing education, a program with many similar problems, present guidelines allow for a differential of $165.00 per FTE per semester. Table 18 shows the cost per FTE of teacher education compared with liberal arts guidelines.

Cost per Course

The teaching cost, without fringe benefits or administration, was computed for each undergraduate and for all graduate courses. Course

Table 18

Cost per FTE Compared with Liberal Arts, Spring 1970*

Program	Cost	FTE	Cost/FTE	Liberal Arts Cost/FTE	Difference**
Undergraduate	$4,444,203.32	5,153.05	$862.44	$692.50	$169.94
Graduate	3,323,958.27	3,878.50	857.02	795.00	62.02
Total	$7,768,161.59	9,031.55	$860.11	$700.57	$159.54

* SCS not included.

** Nursing Educational Formula - add $165 per FTE per semester to Liberal Arts cost.

costs were computed on a cost per student basis and on a cost per student credit hour. Tables for each of the seven colleges are included in Appendix B.

As previously mentioned, in the case of student teaching, individual course costs have little meaning for between college comparison purposes when taken out of the context of a complete teacher education program. They do, however, have extreme value in cost-effectiveness studies and in comparing the cost of new and experimental courses with previously offered course in the same institution. Such data are necessary to effectively move toward a planned programed budgeting system.

Individual courses range in cost from a high of $415.18 per student credit hour to a low of $8.04 per student credit hour depending upon the number of credits offered, the total enrollment in the course, the rank and salary of the instructor and the teaching credit offered.

Cost of a Teacher Education Sequence

If one wishes to construct a formula for the cost of any complete sequence of courses leading to any undergraduate degree or license area, the following procedure should be employed:

Cost of complete sequence per pupil = (1.86) x (total student credit hours in teacher education) x (sum of cost per student credit hours in all required teacher education courses) + (total student credit hours taken in liberal arts courses) x ($46.17)

This will generate the entire per pupil cost of a sequence including administration of programs, non-credit producing function, fringe benefits and secretarial and clerical costs.

In deriving the per pupil cost of a graduate sequence, the same procedure would be followed, except that ($66.25) should be used instead of ($46.17) for the liberal arts cost.

CHAPTER IV.

CONCLUSION AND RECOMMENDATIONS

The study examined the costs of teacher education in seven of the senior colleges of The City University of New York for the Spring semester of 1970.

Summary

Many previous surveys have attested to the fact that teacher education programs report a cost per FTE student above that reported by liberal arts departments.

The study found that present teacher education programs at the undergraduate level were approximately twenty-five per cent above those of undergraduate liberal arts and graduate programs were eight per cent above those of graduate liberal arts.

These extra costs were due, primarily, to two specific factors: (1) the cost of non-credit producing activities relating to the supervision and maintenance of a licensed professional training program; and (2) the high costs of off-campus-supervised student teaching and field experiences.

A total of 24,522 students or one out of every five full-time equivalent junior and senior undergraduate and two out of every five graduate full-time equivalent students in the eight senior colleges of the University were enrolled in teacher education courses in the Spring of 1970. This included 2,752 students who were engaged in off-campus student teaching.

A total of 785.21 equivalent instructional lines were allocated to the teacher education departments. Of these 88.65 equivalent lines were assigned duties in other departments or served a college or university-

wide function. On the other hand, 58.59 equivalent lines were borrowed from other departments, primarily for the supervision of student teaching.

Of the entire teacher education instructional budget, 30.7 per cent was allocated to undergraduate courses, 23.8 per cent to graduate courses, 21.0 per cent to non-teaching duties, 5.6 per cent to secretarial and clerical costs and 18.9 per cent to fringe benefits.

Non-Credit Producing Costs

Without counting fringe benefits and non-instructional salaries, non-teaching functions of instructional staff accounted for 21 per cent of the teacher education budget. Many of these functions, such as deans, chairmen, administrative assistants, college science technicians and leave with pay were comparable to liberal arts and other departments.

In the case of teacher education, however, there are many functions unique to the professional preparation nature of the program. The licensing requirement of supervised field experience necessitated the recruitment of public school classrooms and cooperating teachers for approximately 2,800 student teachers. Supervising teachers had to be assigned on a coordinated basis and some method of screening of student teachers was required. Coordinators of student teaching and field experiences were felt to be essential for liaison with the schools as well as for coordination of the field supervisors and cooperating teachers. The fact that student teaching was conducted off-campus under divided responsibility of both the public schools and the University necessitated a greater commitment to pupil personnel services than would be necessary if the student were on campus.

The licensing requirement of the program added to the needs of pupil personnel services as well as to the need for teacher placement services.

It was important that each student be continually advised as to how well he was meeting licensing requirements.

Another segment of the non-teaching budget was related to educational clinics, early childhood centers, community centers, psychological laboratories and campus experimental schools. These have long been a part of the overall teacher education programs and are directly related to the professional aspects of teacher training.

A final, but relatively small part of the non-teaching costs were related to research and development projects aimed at improving the training of teachers and the evaluating and testing of new educational innovations.

Student Teaching

Student teaching cost per FTE student was on the average 79 per cent higher than the cost per FTE student in liberal arts courses. This high cost can be explained when one notes that an instructor teaching a 12-hour schedule of courses would have contact with from 100 to 150 students; whereas, a supervisor of student teaching carrying a similar assignment load would have contact with only 24 to 30 students. The cost of student teaching could be reduced by increasing the credit awarded for the task. Since the entire undergraduate teacher education program is approximately 30 credit hours out of the 128 hours required for the bachelor's degree, this would result in fewer credits for the rest of the education sequence. Under present licensing procedures this would not be possible.

Student teaching consisted of 300 field hours at the elementary level and from 100 to 225 hours at the secondary level. In the Spring of 1970, 2,752 students were registered for undergraduate student teaching. The

eight senior colleges employed 310 instructional staff members as supervising teachers. Each supervisor was responsible for from one to as many as 30 student teachers. These 310 staff members constituted the equivalent of 105 full-time supervisory positions. Of the 310 supervisors, 82 were recruited from liberal arts departments of the University and were usually responsible for supervising specialized areas in secondary education programs. A total of 54 per cent of the 2,752 student teachers were supervised by full- and part-time lecturers.

Other costs related to student teaching included coordinators' salaries, secretarial and clerical salaries, travel and tuition waiver for cooperating teachers. Tuition waiver could vary from year to year depending upon the frequency of use of the waiver and the cost of tuition.

Recommendations

1. Budget guidelines for 1970-71 allowed for an addition of $165.00 per FTE per semester for nursing education. The survey suggests that a similar addition should be considered in the case of teacher education which exhibited many similarities.

   or

   Unlike the liberal arts disciplines, undergraduate teacher education programs were more costly than graduate programs. If the graduate formula for computing FTEs were allowed for computing undergraduate teacher education FTEs, thus giving a higher weight to each undergraduate student, the FTE would be increased for budget purposes.

2. Under a differential funding system where budget is determined by FTE or student credit hours it is advantageous to have student credit and teacher credit as similar as possible. Present practice of

offering extra teaching credit for certain courses result in higher costs per FTE. Several colleges have raised the student credit to equal the teaching credit without changing the contact hours. This has resulted in increased student credit hours with no increase in faculty cost. This, however, requires some curricular revision since teacher education departments have only a limited number of student credit hours at their disposal. High contact hour courses should generate high student credit hour outputs.

3. Supervision of secondary student teaching in highly specialized areas, such as teaching of Russian, were often limited to one or two students at each college. This required extremely high supervision costs generating very few student credit hours. It should be possible with inter-college cooperation for highly specialized areas to be supervised by a specific college with credits accepted by the students' home college. If centralization of field experiences were to be explored, it might be possible to assign the supervision of student teachers in various local public school districts to specific colleges thus doing away with the need of supervisors from several different colleges to visit the same school, often at a high transportation cost. The New York City Board of Education is now centralizing the placement of secondary student teachers. This could facilitate the centralization of supervisors of student teaching in the colleges.

4. The various departments of teacher education should explore the possibility of developing comparable record keeping procedures. This would make comparisons easier and more valid. The form used in the survey generated all of the information in this report and is rela-

tively easy to fill out and maintain.

5. The cost of each undergraduate individual teacher education course at each college is listed in Appendix B. These listings could be of value in comparing the cost of new or experimental courses or programs of study with those now in existence at the college. Formulas for the cost of a complete area of study can be derived as previously stated.

6. Due to past and no longer operant methods of State budgeting, teacher education departments are responsible for a number of college and university-wide activities. These have been isolated and should no longer be charged to teacher education budgets. In the same context those lines now borrowed from other departments should be charged to teacher education.

7. A similar survey should be taken at various times in order to keep up to date on costs and allocation of budget and staff. If similar records were kept at each college, such surveys would not be too costly or difficult.

Conclusions

It does not appear reasonable to expect any present reduction in non-teaching expenses. The decentralization of the New York City Public Schools has added to the need for more teacher placement duties. The current trends toward more field experiences and community involvement have enlarged the functions of the educational and psychological clinics. This is building pressure for more research on new technology.

Any expected reductions in cost would have to come from a completely new structure of field experiences. A number of experimental programs are

now in progress at the various colleges of the University and a number of new approaches are being proposed on a national level.

The move toward Performance-Based Certification will remove the present student-teaching time requirements and free the colleges to experiment with alternative methods of supervised field experience. It is possible that some cost savings may result from these experiments, but extensive cost-effectiveness studies will have to be carried out.

APPENDIX A

DATA COLLECTION FORM

College # 3

John Doe Title Asst. Prof F-T ✓ Part-time Percent

Annual Salary 13,630.00 Monthly Salary

Semester Salary 6815.00

Course Number and Title or Assignment	Sect. #	Credits	Enrol-ment	Teacher Credits	% of Line	Salary Fraction	Teacher Credits	% of Line	Salary Fraction
EDO 773.2	2	2	12	3	.22	1499.30	3	.25	1703.75
EDO 785	1	2	16	3	.22	1499.30	3	.25	1703.75
EDO 794	1	3	16	4½	.34	2317.10	4.5	.375	2555.63
College Discovery				3	.22	1499.30	3	.25	1703.75
				~~13½~~					
						Over	1.5	.125	851.87

CI
CI

A P P E N D I X B

C O S T P E R C O U R S E

(Records on each individual Teacher Education Staff Member and each assignment at each college are on file with the Division of Teacher Education.)

Cost of Brooklyn College Courses, Spring 1970*
Undergraduate

Course	Credits	No. of Sects.	Total Enrollment	Student Credit Hrs.	Cost Per Student	Cost Per Student Credit Hrs.
12.1	3	4	98	294	$ 61.80	$ 20.60
12.2	3	1	16	48	106.68	35.56
27.1	3	8	343	1029	40.51	13.50
27.2	3	10	405	1215	50.13	16.71
28	3	19	843	2529	39.51	13.17
29.5	3	2	73	219	56.40	18.80
30.3	3	27	1107	3321	37.53	12.51
30.4	3	1	19	57	77.9	25.99
35	3	22	898	2694	47.18	15.73
36.1	3	3	42	126	94.05	31.35
36.2	3	1	20	60	54.00	18.00
51.1-51.2**	8	3	69	552	337.62	42.20
51.1-51.4**	10	8	188	1880	271.22	27.12
52.1-52.2**	8	13	291	1746	338.17	56.36
52.1-52.4**	10	5	110	1100	285.83	28.58
53.1-53.6**	2	1	8	16	102.81	51.41
55.3	3	1	15	45	119.83	39.94
55.4	4	1	16	64	246.98	61.74
61.01-62.01**	7	3	41	287	321.46	45.92
61.02-62.02**	7	4	65	455	310.34	44.33
61.03-62.03**	7	1	25	175	317.66	45.38
61.01-62.04**	7	1	7	49	892.02	127.43
61.09-62.09**	7	1	18	126	600.00	85.71
61.11-62.11**	7	1	18	126	455.00	65.00
61.12-62.12**	7	2	10	70	1075.00	153.57
61.13-62.13**	7	1	27	189	334.80	47.83
61.14-62.14**	7	1	11	77	480.81	68.69
61.15-62.15**	7	1	1	7	2906.25	415.18
61.13-62.13**	7	1	16	112	531.25	75.89
61.05-62.05**	7	1	3	21	925.00	132.14
71.1	3	1	22	66	81.70	27.23
72.1	3	1	25	75	98.10	32.70
73.1	3	2	47	94	96.90	48.45
74.1	5	1	2	10	853.44	170.69
75.1	5	1	13	65	37.73	75.46
Total	2-10	154	4912	18,999	$86.80	$25.71
Graduate						
69 Courses	1-6	162	3861	9968	$82.23	$31.85

* Without Fringe Benefits
** Student Teaching & Methods

Cost of CCNY Courses, Spring 1970*
Undergraduate

Course	Credits	No. of Sects.	Total Enrollment	Student Credit Hrs.	Cost Per Student	Cost Per Student Credit Hrs.
Ed 32	3	19	681	2043	$ 67.01	$ 22.34
Ed 33	1	19	676	676	18.11	18.11
Ed 34	1	2	60	60	135.60	135.60
Ed 36	3	19	544	1632	54.89	18.30
Ed 37	3	12	441	1323	60.37	20.12
Ed 39	3	5	120	360	68.60	22.87
Ed 39.2	3	1	31	93	79.11	26.37
Ed 39.3	3	2	79	237	50.25	16.75
Ed 39.4	3	1	44	132	55.74	18.58
Ed 39.5	3	1	46	138	47.23	15.74
Ed 39.6	3	1	40	120	54.31	18.10
Ed 101**	8	1	15	120	502.99	62.87
Ed 102**	8	2	34	272	446.97	55.87
Ed 111**	8	2	26	208	554.37	69.30
Ed 112**	8	3	53	424	464.75	58.09
Ed 122**	8	1	3	24	776.55	97.07
Ed 131**	8	1	1	8	1556.10	194.51
Ed 132**	8	1	2	16	957.41	119.68
Ed 141**	8	1	6	48	352.28	44.04
Ed 142**	8	1	10	80	353.82	44.23
Ed 150	1	4	102	102	22.62	22.62
Ed 201	2	2	44	88	60.88	30.44
Ed 221-228	-	2	28	-	103.14	-
Ed 231	2	2	31	62	86.41	43.21
Ed 232	2	2	21	42	49.52	24.76
Ed 240	4	11	92	368	295.51	73.88
Ed 263**	6	-	172	1032	352.33	58.72
Ed 401	3	1	1[illegible]	42	45.59	15.20
Ind.A 11	3	2	33	99	115.19	38.40
Ind.A 12	3	3	40	120	88.13	29.38
Ind.A 14	3	1	11	33	224.85	74.95
Ind.A 15	3	1	16	48	264.32	88.10
Ind.A 16	3	1	16	48	264.32	88.10
Ind.A 17	3	2	33	99	140.44	46.81
Ind.A 19	3	1	17	51	117.65	39.22
Ind.A 20	3	2	25	75	178.93	59.64
Ind.A 22	3	1	11	33	181.82	60.61
Ind.A 27	3	1	16	48	157.66	52.55
Ind.A 30	3	1	11	33	229.32	76.44
Ind.A 32	2	1	22	44	65.84	32.97
Ind.A 36	2	1	19	38	135.18	67.59
Ind.A 38	3	1	17	51	145.49	48.50
Ind.A 41	3	2	32	96	124.39	41.46
Total	0-6	140	3735	10,666	$99.08	$34.89
Graduate						
237 Courses	0-4	375	5762	12,330	$95.76	$44.75

* Without Fringe Benefits
** Student Teaching

Cost of Hunter College Courses, Spring 1970*
Undergraduate

Course	Credits	No. of Sects.	Total Enrollment	Student Credit Hrs.	Cost Per Student	Cost Per Student Credit Hrs.
60-200	3	16	397	1191	$ 110.37	$ 36.79
363	2	1	3	6	804.79	402.40
369	2	4	109	218	37.44	18.72
370**	3	-	119	357	335.24	111.75
371**	3	-	6	18	176.57	58.86
209	3	15	400	1200	75.26	25.09
210	3	13	328	984	80.02	26.67
302	3	1	18	54	51.53	17.18
312	2	1	16	32	64.90	32.45
332	2	8	196	392	74.27	37.14
333	2	6	154	308	92.78	46.39
334	2	6	150	300	86.56	43.28
335A	3	9	227	681	75.70	25.23
335B	3	9	222	666	81.47	27.16
336A	3	9	183	549	77.48	25.83
336B	3	9	173	519	75.83	25.28
337-8**	4	-	180	720	296.93	74.23
341	2	2	24	48	234.79	117.40
342	2	2	21	42	104.17	52.08
348	2	1	9	18	314.17	157.08
349	2	1	10	20	212.94	106.47
350-6	2	1	20	40	68.75	34.38
357	2	1	6	12	599.17	299.59
359	2	1	21	42	25.49	12.75
360	2	1	7	14	344.91	172.46
362	2	2	20	40	68.98	34.49
381-2	1	1	46	46	24.99	24.99
384-5	1	1	14	14	111.59	111.59
490	2	1	9	18	352.78	352.78
Total	1-4	122	3088	8549	$106.62	$38.57
			Graduate			
99 Courses	2-6	156	3553	8751	$94.39	$38.32

* Without Fringe Benefits
** Student Teaching

Cost of Lehman College Courses, Spring 1970*
Undergraduate

Course	Credits	No. of Sects.	Total Enrollment	Student Credit Hrs.	Cost Per Student	Cost Per Student Credit Hrs.
EDU 207	3	34	521	1563	$ 115.48	$ 38.49
EDU 208	4	15	452	1808	70.39	17.60
EDU 211	3	4	125	375	74.17	24.72
EDU 212	3	10	306	918	45.70	15.23
EDU 213	3	8	226	678	52.40	17.47
EDU 321	3	8	187	561	125.90	41.97
EDU 322	3	8	192	576	92.69	30.90
EDU 323	3	8	178	534	107.31	35.77
EDU 324	3	8	190	570	66.42	22.14
EDU 325	2	5	106	212	85.97	42.99
EDU 326	2	6	134	268	84.35	42.18
EDU 328-9**	4	-	277	1108	275.45	68.86
EDU 349	2	1	18	36	116.63	58.32
EDU 350-6	2	1	17	34	135.15	67.58
EDU 360	2	1	15	30	128.17	64.09
EDU 362	2	2	43	86	75.40	37.70
EDU 369	2	5	139	278	47.84	23.92
EDU 370**	3	-	193	579	312.03	104.01
EDU 300	2	1	28	56	52.38	26.19
EDU 301	2	1	11	22	80.80	40.40
EDU 302	2	1	11	22	80.80	40.40
EDU 308	3	1	15	45	207.47	69.16
EDU 309	2	3	59	118	88.89	44.45
EDU 490	4	1	3	12	273.00	68.25
BUS 211	2	1	23	46	133.06	66.53
BUS 111	2	2	48	96	127.70	63.85
BUS 101	1	1	34	34	40.26	40.26
BUS 102	1	1	31	31	44.15	44.15
BUS 201	1	1	24	24	57.03	57.03
BUS 311-2	2	1	17	34	107.00	53.50
BUS 341	3	1	17	51	157.68	52.56
Total	1-4	140	3640	10,805	$110.85	$37.34
Graduate						
32 Courses	2-3	71	1528	3678	$68.84	$28.60

* Without Fringe Benefits
** Student Teaching

Cost of Queens College Courses, Spring 1970*
Undergraduate

Course	Credits	No. of Sects.	Total Enrollment	Student Credit Hrs.	Cost Per Student	Cost Per Student Credit Hrs.
Ed 1	4	35	1196	4784	$ 80.17	$ 20.04
Ed 9	3	30	941	2823	57.75	19.25
Ed 10	3	29	829	2487	66.14	22.05
Ed 30	3	16	476	1428	55.04	18.35
Ed 32	2	14	436	872	62.15	31.07
Ed 44	5	16	496	2480	100.13	20.03
Ed 45	5	14	405	2025	110.02	22.00
Ed 50	2	7	171	342	59.47	29.74
Ed 52a-57a	2	10	164	328	63.83	31.92
Ed 52b-57b	2	21	286	572	97.69	48.84
Ed 72**	8	-	356	2848	297.82	37.23
Ed 73-88**	4	-	286	1144	317.25	79.31
Ed 95	3	4	140	420	73.50	24.50
Ed 177	15	1	30	450	120.63	8.04
Total	2-15	197	6212	23,003	$110.42	$29.82
			Graduate			
73 Courses	0-8	151	3200	9,302	$127.36	$43.81

* Without Fringe Benefits
** Student Teaching

Cost of Baruch College Courses, Spring 1970*
Undergraduate

Course	Credits	No. of Sects.	Total Enrollment	Student Credit Hrs.	Cost Per Student	Cost Per Student Credit Hrs.
20	3	2	60	120	$64.08	$21.36
20.1	1	2	62	62	17.38	17.38
40	2	6	213	426	50.03	25.02
40.1	1	6	213	213	16.58	16.58
41	2	7	189	378	43.91	21.96
42	2	7	189	378	51.42	25.71
42.1	1	7	169	169	28.51	28.51
43	3	1	20	60	174.38	58.13
44	2	4	93	186	72.04	36.02
50-51***	2	1	6	12	255.79	127.90
52***	2	1	5	10	290.25	145.13
53***	2	1	11	22	171.71	85.86
54***	2	1	14	28	134.91	67.05
55***	2	1	9	18	-	-
63**	5	-	13	65	507.21	101.44
64	1	1	12	12	60.11	60.11
151	2	2	40	80	57.87	28.94
152	2	2	36	72	79.13	39.57
155	2	1	11	22	30.00	15.00
401	3	1	11	33	104.09	34.70
402	2	2	33	66	63.79	31.90
403-13	3	1	21	63	109.40	36.47
404	2	2	35	70	84.82	42.41
405-15	3	2	33	99	118.41	39.47
406	2	1	24	48	63.56	31.78
407-17	3	1	18	54	127.64	42.55
411	3	1	21	63	57.14	19.05
Total	1-5	64	1561	2829	$57.01	$30.79
4 courses	1-3	4	72	196	$94.28	$34.63

* Without Fringe Benefits
** Student Teaching
*** Also Graduate Credit

Cost of Richmond College Courses, Spring 1970*
Undergraduate

Course	Credits	No. of Sects.	Total Enrollment	Student Credit Hrs.	Cost Per Student	Cost Per Student Credit Hrs.
71.302	4	2	55	220	$ 80.14	$ 20.04
71.303	4	7	149	596	148.64	37.16
71.305**	6	-	61	366	243.28	40.55
71.306***	6	-	61	366	114.71	19.12
71.400	3	1	6	18	-	-
72.302	2	2	85	170	52.34	26.17
72.303	2	6	137	274	60.71	30.36
90.330	4	1	6	24	377.00	94.25
72.305**	6	-	36	216	350.27	58.38
72.306	2	6	41	82	170.25	85.13
72.400	2	1	4	8	-	-
Total	2-6	26	641	2340	$130.77	$35.70
			Graduate			
48 Courses	2-4	59	1082	2812	$112.44	$43.27

* Without Fringe Benefits
** Student Teaching
*** Student Teaching Seminar